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WINTER 2001

FACULTY OF NURSING

vital connections

A Celebration of Generosity

*I*T WAS A CRISP AUTUMN DAY AND THE OCCASION FOR the Dean's Reception on November 14th. The majestic stone fireplace in Hart House's East Common Room glowed with a fire that warmed the 125 alumni and friends who attended to hear Dean Gail Donner's update on the Faculty's recent achievements and plans for the future. This event also provided a wonderful opportunity to celebrate the significant generosity of our donors and very special partners.

In 1997, the Faculty set a Campaign goal of \$5 million. So far, we have raised over \$3.8 million. We are pleased to thank the Toronto Rehabilitation Institute (TRI) for their generous contribution of \$200,000, which has been matched by the University of Toronto to create a \$400,000 endowment to establish the Patricia Lyon Nursing Fellowship. Our special thanks to Heather Campbell, Chief Nursing Officer at TRI, and Sara Lankshear, Corporate Professional Leader for Nursing at TRI, who were instrumental in creating this marvellous opportunity for graduate education and nursing research.



Gail Donner

It is not only the large gifts that are significant, but also the incredible support that we receive from many generous donors. We wish to thank the Heart and Stroke Foundation, the Centre for Addiction and Mental Health Foundation, the University of Toronto Foundation, and Jocelyn Palm and Women's College Hospital Foundation for their outstanding generosity in establishing four Ontario Graduate Student Science and Technology (OGSST) awards. With matching funds from the Ontario Government and the University of Toronto, each of these extraordinary awards provides nursing students with \$15,000 a year for graduate work. Donors such as Gail Paech, Harold Saddington, and the Class of 6T0 have also helped nursing students through their gifts to establish new fellowships and scholarships.

We are also deeply grateful for the commitment and generosity of our alumni and friends, who have made a planned gift to continue the work of the Faculty. Bequests from the estates of Alice Girard, Jeannette Watson, and Arthur Deverell have helped us to establish two fellowships for graduate students and a scholarship for undergraduate students. These legacies will enable our students to succeed and become tomorrow's leaders.

Our Home Care Research and Evaluation Centre (HCERC) was established through the generosity of the

(cont. on pg. 3)

contents

A Celebration of Generosity	1
Educating Tomorrow's Leaders	2
Outstanding Commitment to Nursing	3
Upcoming Events	3
A Personal Reflection	4
Spring Reunion	5
International Research Conference	6
Funding a Student Award	6
Award-Winning Alumni	7

University of Toronto



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nursing

Gail

Educating Tomorrow's Leaders



Linda McGillis Hall

THE FACULTY of Nursing launched a special fundraising appeal in November to help ensure the education of tomorrow's leaders. This special appeal's goal is to raise \$300,000 to permanently endow two existing awards, the Kathleen Arpin Doctoral Fellowship and the Kathleen King Doctoral Fellowship.

Both fellowships are offered to full-time doctoral students upon admission. *Vital Connections* spoke recently with Dr. Linda McGillis Hall about the importance of this special appeal.

Dr. McGillis Hall has always been a leader. Currently an assistant professor in the Faculty of Nursing, she is also a co-investigator with the Nursing Effectiveness, Utilization, and Outcome Research Unit (NEUORU). Linda earned her MScN from the University of Toronto and was amongst the first group of nurses to be accepted into the Faculty's new PhD Program in Nursing Science, which began in 1993. Linda's area of specialty is nursing administration, and this Faculty is the only place where she could pursue it with an international leader in the field, Dr. Linda-Lee O'Brien-Pallas, Director of the NEUORU. Dr. McGillis Hall received her PhD in 1999.

Receiving the Kathleen Arpin Doctoral Fellowship herself provided Linda with the opportunity to join a pioneering program. Since Professor Arpin had a great deal to do with influencing Linda's original decision to attend U of T's MScN program, Linda was tremendously honoured to receive an award in Kathleen Arpin's name. She is further grateful because the award made her want to do well and live up to the honour. Dr. McGillis Hall reflected on the key link between funding support and ensuring excellence in nursing leadership:

"The largest number of people working in health care organizations are registered nurses, so there is a great need for nurse scientists who can guide the application of research to this practice. The Faculty of Nursing at the University of Toronto provides the environment for supporting

nurse scientists and developing their expertise. However, in order to prepare these successful nurse scientists, we also need to provide them with funding. Doctoral student fellowships make a meaningful difference in a nursing students' lives by giving support for the time necessary to devote their full attention to developing their dissertation and conducting research."

"Our doctoral graduates will be the next generation of nurse scientists, educators, and leaders. I encourage all of my fellow alumni to make a gift to the Doctoral Student Fellowships Endowment Fund to help the Faculty of Nursing educate leaders who can conduct research that influences nursing practice."

Double the impact of your gift!

The University of Toronto currently has a matching program for gifts to the Nursing Doctoral Student Fellowships Endowment Fund, whereby every dollar pledged will be matched dollar-for-dollar by the University. **This very special matching program is scheduled to end 30 April 2001**, so it is vital that we receive your gift pledge before this date. All pledges made by 30 April 2001 need to be paid by 31 December 2004 to be eligible. To make your gift pledge now, please call the Faculty of Nursing Development Office at 416-946-7097.

Some examples:

Sara wanted to contribute \$1,000 to support doctoral nursing students. She was able to make this generous commitment for \$83.34 per month for 12 months. As a result of the special matching program, the Faculty of Nursing receives \$2,000.

Margaret also wanted to make a difference by making a gift to the Nursing Doctoral Student Fellowships Fund. She decided to make a monthly gift of \$35 using her credit card. Since she begins her pledge in March 2001, by December 2004 her gifts will total \$1,610. In this example, the Faculty of Nursing receives \$3,220, because of the special matching program.

Jane decided to make a gift of \$5,000 to support Doctoral Student Fellowships by making annual installment payments of \$1,250 for four years. Once again, due to the special nursing matching program, the Faculty of Nursing will receive \$10,000.

Remember, your gift of any amount will be matched by the University of Toronto, and the Faculty of Nursing will receive double the value.

An Outstanding Commitment to Nursing

THE FACULTY OF NURSING is privileged to announce a leadership gift of \$1 million from the Centre for Addiction and Mental Health Foundation (CAMHF) towards endowing a Chair in Mental Health Nursing Research. CAMHF represents the fundraising arm of the Centre for Addiction and Mental Health, which is an amalgamation of four agencies including the Clark Institute of Psychiatry, Queen Street Mental Health Centre, Donwood Institute, and the Addiction Research

psychiatric nursing practice be founded on ongoing research into effective interventions to improve the response to, and the recovery from, mental illness.

The benefits of this wonderful gift are magnified because of the University of Toronto's matching program. At present, the impact of the gift has been doubled to create a \$2 million endowment. However, there is still an opportunity to increase the value of the endowment to \$3 million, if an additional \$500,000 can be secured by the Faculty of Nursing. This endow-



Foundation. It is one of only four institutions in the world that the World Health Organization has designated as an International Centre of Excellence in Addictions and Mental Health.

Mental health issues have a significant impact on society. When someone seeks help for a mental health problem, a nurse is often the first point of contact for that individual. Indeed, for those with severe or persistent mental illness such as schizophrenia, the nurse is often the primary care provider and support service. It is essential, therefore, that day-to-day

ment will permanently enhance our ability to prepare future nursing professionals and to support the work of a world-class researcher.

We look forward to celebrating the establishment of a Chair in Mental Health Nursing Research and introducing the first Chairholder in the future. The Faculty of Nursing is delighted to thank Paul Garfinkel, CEO of CAMH, Mary Deacon, President of CAMH Foundation, Georgina Beal, and the many donors to the "Centred on Hope Campaign" at CAMHF who have made this leadership gift possible.

upcoming events

Please visit our website at www.nursing.utoronto.ca for more details regarding these and other events.



HEALTH CARE IN A COMPLEX WORLD: AN INTERNATIONAL RESEARCH CONFERENCE

2-4 May 2001



SPRING REUNION 2 June 2001

(A Celebration, cont. from pg. 1)

following donors: Caremark Ltd., Heart and Stroke Foundation of Ontario, Saint Elizabeth Health Care, Victorian Order of Nurses of Canada, The Change Foundation, Baxter Corporation, Comcare Health Services, and Wecare Health Services Inc. These important gifts allow HCERC to pursue its goal of focusing on a program of home care research and exchange that addresses the organization, delivery, and financing of home care across the care continuum.

UP WHERE WE BELONG

University Education for Nurses: A Personal Reflection

FINALLY, AS OF 2005 THE largest occupational group in Canada, and the largest female-dominated profession, will have equal access to university education along with other professionals and will study, learn, and work as peers with colleagues in other health professions. All of this will make it easier for prospective nurses to consider entering the profession. There will be only one place to learn to be a nurse – the university – and nursing education will be considered along with other options as individuals determine their future careers. Ensuring that the best and brightest of our young people as well as those seeking second careers are provided with *all* of the options for careers in health is a large challenge. Contending with over 100 years of history is not easy and will take time.

I began my nursing career in 1959 when I entered the Winnipeg General Hospital School of Nursing to start my nursing training. For 3 years I learned how to practise nursing and how to be a nurse, and then I spent most of the next 38 trying to unlearn much of that. What I learned in my early years was that knowing took second place to doing, that being educated, rather than trained, was something for others, that nurses were in the system to follow doctors' orders, and that my success as a nurse would be measured by my loyalty to my employer. That's why it was called training and not education. And that is the kind of education most nurses in Canada experienced. Even now, fewer than 20% of Registered Nurses have a university degree.

As I practised nursing, met patients, talked with nurses, and learned to be

a citizen in society, I came to realize how little I knew about the knowledge required to care for people, that is, to understand what health is and how expert caring could make a difference in both the quality and quantity of others' lives. I also came to understand that poverty, homelessness, unemployment, and other social issues have a significant influence on health status, and that attending to biology and to the physical person was not enough (and might in fact be harmful). It was after I had the privilege of seeing what expert nurses looked like and discovered what those nurses "knew" that I began my own university education.

On 13 April 2000, the Government of Ontario announced that nurses graduating after 2005 would require a 4-year bachelor's degree. This announcement came after 30 years of lobbying and activity by nurses and nursing organizations and over 60 years after George Weir, a professor of education at the University of British Columbia, made a similar recommendation in his report to a joint committee of the Canadian Nurses Association and the Canadian Medical Association. In 1932 Weir noted, "The field of nursing is bristling with problems that challenge solution and herein is offered a great opportunity for Canadian universities to render a real public service the modern nurse should be given an adequate liberal as well as technical education, university training programs for nurses should, in the judgment of the survey, award degrees in nursing."

It has been a long and difficult voyage, and I've been on the bus for a lot of the trip. I have witnessed and suffered accusations of elitism, of contributing



Gail Donner

to increasing the cost of health care, and of blocking access to nursing education, among others. I have learned that the potential of a large body of health care professionals who are well educated may pose a threat to the status quo: "How can you keep 'em down on the farm after they've seen...." I have also come to realize that much of the work nurses do is hidden and private and that drawing too much attention to it is uncomfortable. It's been a struggle not just to fight, but to educate policy makers, patients, potential nurses, and nurses themselves. That is why I am particularly pleased to have the opportunity now to be part of the implementation instead of the planning and plotting.

Many of my colleagues and friends have asked me why this change in the educational requirement for nurses is so important. How, they have asked, will this address their concerns about what seems to be a deteriorating health care system, the looming shortage of nurses in Ontario and in Canada, and the problems in recruiting talented individuals to the profession. These questions, which of course are not new, have been a part of my nursing life for almost 40

years. Indeed, from time to time I also have despaired of any possibility for positive change in nursing and in the delivery of quality health services to Canadian citizens. I have asked myself on more than one occasion whether my own education has raised my expectations beyond what is possible for my profession and whether we will ever be able to "break out" of the old stereotypes that marked my early years in nursing.

It has taken this move to entrench university education as *the* basic preparation for all nurses to encourage me to see the 21st century as a new age for nursing. Just as it is in many ways a symbolic "making it into the big time," so it also presents a new opportunity for the profession, for citizens who use nursing and health services, and for us at the University of Toronto.

Universal university preparation for nurses will help ensure that citizens receive the care of competent, well educated professional nurses who understand the complexity of the environment and the expert knowledge that caring requires - throughout the lifespan and regardless of the individual's health status at any given time. It will enable nurses to better understand how the

workplace works, how the health care system works, and what their role is in influencing that system. Nurses, thereby, will be able to exert a greater influence in health policy and health practice. Most of all, I am hopeful that providing every nurse with a university education will help to change the world of nursing work. Maybe nurses who have had an education based on following evidence not orders will be able to improve the difficult working

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conditions, speak powerfully about what their patients and clients need - and have their voices heard. It is about time.

But the best part for those of us in education is that the 21st century will be our opportunity to invest in nursing's human and intellectual capital. Here at the University of Toronto, where the Faculty of Nursing has been able to nurture and support some of Canada's best nursing researchers, we are uniquely

positioned to use the base of baccalaureate education to expand opportunities for graduate education and, most specifically, to continue to play and develop a leadership role in nursing research and doctoral education in nursing. We have already made significant differences through research in a number of important areas, including the care of women in labour, pain management in children and adults, the elderly, abused women, mental health, nursing administration, and community and home care. As the critical mass of university-educated nurses grows, so will the thirst for knowing more and for gathering and using evidence to improve care.

University education is something that those of us in the academy take for granted as one of the ways to ensure a civil and strong society. As we are all learning, that may not be the conventional wisdom. Thus, I may be expecting too much. But when such a large group of people have been waiting so long - I don't think so!

*Gail Donner, Professor and Dean
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SPRING REUNION 2001

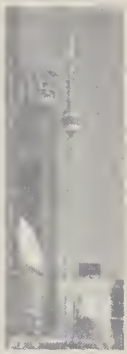
Saturday, 2 June 2001
9.30 - 11.00 am

**Faculty of Nursing
50 St. George Street
Room 201**

- Complimentary Brunch
- Dean Gail Donner's Address: *Yesterday, Today, and Tomorrow: A Personal Reflection*
- Distinguished Alumni Award Presentation
- Alumni Association's Annual General Meeting

University-wide events will be held for graduating classes with a year ending in a "1" or "6".

Please RSVP by Friday, 25 May 2000 to Francine Cohen at 416-978-4786 or by e-mail to development.nursing@utoronto.ca.



HEALTH CARE IN A COMPLEX WORLD:

An International Research Conference

Health care systems throughout the world are facing the challenge of providing services in a complex, diverse, and changing socio-political context as we enter the 21st century. This challenge demands collaborative efforts to design, implement, and evaluate strategies to best address this complexity and diversity. This research conference includes international and interdisciplinary keynote and plenary speakers as well as poster presentation sessions. The goal of the conference is to provide a forum for researchers, educators, clinicians, policy makers, and students to exchange theoretical, empirical, and experiential knowledge about these challenges and strategies.

**2-4 May 2001
Toronto Colony Hotel,
Downtown Toronto**

Guest speakers include:

Dr. Franco Carnevale, RN, PhD
Montreal Children's Hospital

Professor Mel Chevannes, RGN, PhD
De Montfort University, Leicester, UK

Professor Sally Thorne, RN, PhD
University of British Columbia

Professor Nancy Fugate Woods, PhD, RN, FAAN
University of Washington

Jonathan Lomas, Canadian Health Services
Research Foundation

For registration and further
information about this exciting event,
please visit www.nursing.utoronto.ca/research/conferences
or contact Denise Job, Research Services Officer,
at 416-978-8533.

A Gift Forever: Funding a Student Award

THE UNIVERSITY OF TORONTO'S INTERNATIONAL reputation for scholarly achievements has been shaped by the generosity of its alumni and friends through the establishment of student awards. These endowed scholarships and fellowships assure the future vitality of the Faculty of Nursing by providing an ongoing stream of benefits. Endowed gifts reflect a tradition of generosity perpetuated by people who care deeply about nursing education and research.

The term "student award" can refer to a scholarship or fellowship, the difference being its designation for undergraduate or graduate students, respectively. These scholarships and fellowships are monetary awards given to students based on a range of criteria, including academic excellence. Other examples of award criteria include proficiency in a particular discipline, financial need, and involvement in extracurricular activities.

An award may be funded by a *single donor* through either one gift or a series of regular donations made to the award fund over time. Alternatively, awards funded by *multiple donors*, such as memorial awards, are often initiated by friends, family, and colleagues. If you anticipate that several people may donate to an award over a period of time, we can establish an award fund and work together to finalize the award criteria. An award record that outlines the terms and conditions of an award agreed to by the donor and the Faculty is created for each named award.

When an *endowed award* is created, the university wisely invests the entire amount of the donation. Each year, a portion of the investment income generated by the donation is distributed as a student award, and a portion is re-invested to protect the value of the original gift against the effects of inflation. Not only is the value of the original donation maintained, but it is also guaranteed to ensure an award in perpetuity for students at the Faculty of Nursing.

Once established, an award can be enhanced through *future contributions*. Additional donations can build both the value and number of award payments made to students each year. A tax receipt is provided immediately to the donor after each contribution for the full amount of the donation.

Our Award-Winning Alumni



Sheila Shaw, Dean Gail Donner, Ann Russell

THE FACULTY OF NURSING proudly nominated two exceptional alumni, Ann Russell and Sheila Shaw, to receive Arbor Awards this year. They were among the 93 who were presented with their awards by the University of Toronto's new President, Dr. Robert J. Birgeneau.

Both of our award winners are alumni of the Faculty of Nursing BScN Class of 5T5, a small, tightly knit group that has remained close for more than 40 years. When the first of Ann Russell's (née Harvey) classmates passed away, Ann was inspired to create an award as a tribute to friendships formed during her student years. Her vision was finally realized this year when she and co-chair Sheila Shaw presented the first Class of 5T5 Award to a master's student, Karine Dupuis, who exemplified community involvement and leadership. The award has set a precedent for alumni giving and serves as a role model for other nursing classes.

Sheila Shaw (née Kent) has demonstrated exemplary commitment to the university since graduating from the

Faculty of Nursing 45 years ago. In 1998, she and classmate Ann Russell founded the campaign to establish the annual Class of 5T5 Award. Sheila previously served as President of the School of Nursing Alumni Association and was a member of the Nursing Bursary and Loan Committee, the College of Electors, the University of Toronto Alumni Association (UTAA) Symposium, the UTAA Board of Directors, the UTAA Varsity Fund Committee, and the Homecoming Weekend Committee.

The Arbor Award was established in 1989 to recognize the outstanding personal service of alumni volunteers, many of whom have worked in the interests of the university for many years. Recently, the award has been expanded to recognize and thank friends of the university who have made generous commitments of time, energy, and expertise by serving on university task forces, boards, and committees. Since its inception, nearly 850 alumni and friends have received the Arbor Award.

The Distinguished Alumni Award

The Faculty of Nursing Alumni Association at the University of Toronto invites nominations for the Distinguished Alumni Award. This award is bestowed annually to acknowledge a graduate of the Faculty who has made an exceptional contribution to nursing in some capacity. We expect to recognize a graduate whose achievements are internationally, nationally, or provincially well-known within nursing and health care circles. But other "local heroes," acknowledged by colleagues as being outstanding nurses who inspire their peers, may not be known beyond their workplace.

Qualities guiding your decision to nominate someone should include the following:

- Has pursued a career in nursing with enthusiasm and energy;
- Is recognized by peers as outstanding in terms of clinical practice, teaching, research, policy development, or administration;
- Projects a positive image of nursing as a career;
- Has current knowledge of issues, directions, and developments in nursing;
- Makes you proud to know her/him as a nurse and as a U of T graduate.

The Distinguished Alumni Award will be presented at Spring Reunion 2001. If you know any alumni who deserve this recognition, please contact the Alumni Office, 416-978-4786, or e-mail francine.cohen@utoronto.ca to request a nomination form.

Completed nomination forms must be received by Wednesday, 18 April 2001.

Our Mission



The Faculty of Nursing at the University of Toronto is committed to improving health care by deepening and expanding the theoretical and scientific bases for excellence in nursing practice. Scholarly and scientific work undertaken by members of the Faculty must be innovative and relevant, and it must reflect international and interdisciplinary perspectives with regard to knowledge and practice developments. In the end, we will ensure that the Faculty of Nursing is among the most extraordinary and exciting places to study nursing in the 21st century.



A Bequest for Nursing

Every bequest, regardless of its size, is welcome and will help the Faculty of Nursing meet the challenges and take advantage of the many opportunities that lie ahead.

We would be delighted to discuss various funding options with you in strict confidence. To inquire, or to request a free Ways of Giving kit, please contact:

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